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ABSTRACT

This module on organization and management is 1 in a series of 10 modules written for vocational education teacher education programs. It is designed to enable the teacher to differentiate between and recognize the need for instructor/student rights and responsibilities as they affect student learning. Specifically, the module focuses on irritations in the classroom that end as discipline problems and teaches the instructor how to recognize and deal with irritating student and teacher behaviors before discipline problems develop. Contents include lists of competencies and objectives, methods of instruction, suggested resources, and the content. The body of the lesson consists of steps in examining the classroom and laboratory environment, including: pre-planning for the first session; instructional considerations; records of observed undesirable behavior, personal positive feedback, teacher/student interaction/reinforcement, negative teacher/student interaction, behavior that is a turn-off; and teacher frustration. Activities and self-checks are provided for use of instruction sheets, organizing the laboratory, discipline, classroom policies, individualized instruction, and filing systems. (YLB)

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MODULE:
Organization and Management

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Notes

MODULE: ORGANIZATION AND MANAGEMENT

Competencies:

Differentiate between and recognize the need for instructor/student rights and responsibilities as they effect student learning.

Objectives:

After completion of this module, the teacher will be able to:

1. Identify and establish instructor/student rights and responsibilities.
2. Identify and prepare classroom and laboratory environment.
3. Identify, analyze student/teacher interaction, and establish methods to implement necessary change.
4. Identify techniques for establishing policies and regulations.
5. Identify and describe learning theories and principals.
6. Recognize the role of student peer group standards.
7. Develop a student background and interest collection technique.
8. Identify and integrate positive verbal and non-verbal communication techniques into the teacher/student relationship.

Methods of Instruction:

1. Lecture
2. Role playing
3. 5 or 10 minute lectures and demonstrations presented by the student instructors

Suggested Resources:

1. Supplies: Textbook, Chalkboard and chalkboard equipment, Overhead projector
2. Handouts:

   Observation Behavior Record

   Record of Personal Positive Feedback

   Record: Teacher/Student Interaction-Reinforcement

   Record: Teacher/Student Interaction-Negative

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Interaction Record

Frustration Record

Dominance Graph

3. Videos/Films:

Effective Discipline - Source: Media Center - State Fair Community College; Sedalia, MO

N.E.A. filmstrip dealing in discipline

4. Guest Lecturers:

5. Assignment:

The following activities involve critiquing 11 case studies in writing. If you prefer, you may work with peers in discussing and critiquing the situations described.

The following case studies describe how several teachers handled problems arising in their classrooms and laboratories. Read each of the case studies and critique in writing the performance of the teachers described. Specifically, you should explain (1) how the problem was created, (2) what errors were made in handling the problem, and (3) what would have been the proper preventative and/or corrective discipline procedures to apply in each situation.

1. Danny could not sit still. He was eternally clicking a pen, drumming rhythmically on the metal side of his chair, or kicking the chair in front of him. Ms. Harris had told him day after day that she knew he didn't realize that he was doing it (he really didn't), but that it was distracting to her and to the rest of the class, and that she wished he'd stop it. Finally, in desperation, she had him stand in the aisle, keep both feet on the floor, and hold his books for the remainder of the period. She told the class, "This is a sure way to force him to keep his hands and feet still; maybe that way we'll get something done."

2. Ms. Lewis knew her students quite well. She knew, when something went wrong, who were the likely candidates to have been involved. Someone in her first-period class had a habit of removing the typewriter platen before class, whenever the chance arose, and hiding it. When the next class came in, the platen would have to be found before class could begin. With everyone searching for the platen, class was chaotic for a while. Ms. Lewis was pretty sure that it was Mac that was doing it.

One day, we walked into class right before second period, and there was Mac playing with the platen release buttons. He claimed he was just fiddling around while he waited for a friend, who was in her second-period class, that he had to talk to. She knew better. As punishment, Mac had to stay after school for a half hour each night for a week and do typing speed exercises.

3. Mr. Wilhite's classroom and lab were right next door to each other, with a door between them. The door had a large window so that, when Mr. Wilhite was in one room, he could watch what was going on in the other room. One day while he was in the classroom, he happened to glance through the window to check the progress of the students in the lab. Clyde, a notorious goof-off, had finished early and was

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now feeding small wood blocks into the back of the power saw to see how far they'd shoot across the room. Mr. Wilhite rushed into the lab, grabbed a 2" x 4", and let go with one powerful blow to Clyde's posterior.

4. At every staff meeting, the principal would mention that the grounds outside Mr. Fair's windows were badly littered. What was happening was the warm weather had arrived, the windows of the classroom were open, and the row of students nearest the window were amusing themselves by sailing paper out the window when the teacher's back was turned. Mr. Fair didn't like being singled out at teachers' meetings as being unable to control his students. Therefore, he told his students that the next time litter appeared outside the windows, the windows would be kept shut for a week, no matter how hot and stuffy the room got as a result. Adapted from American Association from Vocational Instructional Materials, Assisting Students in Developing Self-Discipline, 2nd Edition, 1984, The University of Georgia, 120 Driftmier Engineering Center, Athens GA 30602.

6. References/Bibliography:

a. Miller, W.R., Instructors and Their Jobs, American Technical Publishers, Inc., 1990, Chapters 1, 2, 3, and 7.

b. Wallen, Carl J., and Le Donnal, F., Effective Classroom Management.

c. Thiagarajan, Sivasailam, Take Five for Better Brainstorming, Training Development Journal, February 1991.

d. American Association for Vocational, Instructional Materials, 1984, The University of Georgia, Athens, GA 30602.

e. Adapted from Instructional Planning, Module C-7 and E-8, Direct Student Laboratory Experience, American Association for Vocational Instructional Materials, The University of Georgia, 120 Driftmier Engineering Center, Athens GA 30602, pp. 6-15 and 40-43.

f. Adapted from Instructional Planning, Module E-7, Assist Students in Developing Self-Discipline, American Association for Vocational Instructional Materials, The University of Georgia, 20 Driftmier Engineering Center, Athens GA 30602, pp. 6-21.

g. Adapted from Instructional Planning, Module C-18, Maintain a Filing System, American Association for Vocational Instructional Materials, The University of Georgia, 20 Driftmier Engineering Center, Athens GA 30602, pp. 6-18.

h. Adapted from Instructional Planning, Module E-4, Maintaining a Filing System, American Association for Vocational Instructional Materials, The University of Georgia, 20 Driftmier Engineering Center, Athens GA 30602, pp. 6-23.

7. Activities:

a. Prepare a list of responsibilities peculiar to a vocational teacher of your area.

b. Prepare to lead a group discussion.

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c. Develop a role playing activity as assigned and complete the 6 Behavior Observation forms.

Management Logistics:

1. Evaluation/Grading: Final grades will be based on student achievement in terms of the objective. Measurement of student achievement constitutes class attendance, oral interaction in class discussion, completion of written assignments, written examinations, and cooperation and performance in group activities.

2. Suggested Schedule/Time: Nine hours of instruction

3. Other:

Content/Instructional Strategies

1. Pre-requisite information: None

2. Introduction: Irritations in the classroom can develop in both directions that end as discipline problems. Student behavior can irritate the teacher and likewise teacher behavior can irritate the student. A more desirable learning environment can exist if these behaviors are recognized and dealt with before discipline problems develop.

3. Body of Lesson:

   A. Examine the Classroom and Laboratory Environment

      1. Pre-planning for first session
         a. Establish instructor/student rights and responsibilities
         b. Knowledge - well versed and current in subject area
         c. Learning theories and principles
         d. Knowledge of school policies and regulations
         e. Knowledge of student peer group standards
         f. Well organized classroom and laboratory procedures
         g. Room, equipment and supplies ready and functioning
         h. Physical comfort:
            1) Room appeal
            2) Lighting
            3) Ventilation
            4) Noise control
            5) Seating plan
            6) Know individual names
         i. Lesson plan ready to go
         j. Background of student and interests
         k. Personal contact with parent/guardian, phone, sports, events, etc.

      2. Instructional Considerations
         a. Evaluation of verbal communication
         b. Evaluation of non-verbal communication
         c. Classroom/Laboratory presentation procedures
         d. Teacher's attitude toward students
      3. Record: Observation Behavior (Figure 1)

Notes

a. Behavior Frequency of Occurence Record, Its Purpose and Utilization

Record: Observation Behavior		
Date	**Frequency of Occurrence**	**Observed Reinforcement**

1. See Figure 1 Record: Observation Behavior. The record is designed to eliminate mistakes of annoying behaviors.
2. Chart is designed to help the instructor keep a record and frequency of undesirable behaviors.
3. Identify the event or events that prompted the behavior.
4. Observe and record those reinforcement behaviors.
5. Note the date along with a brief description of the behavior and the frequency of the behavior.

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b. Record: Personal Positive Feedback (Figure 2)

Record: Personal Positive Feedback	
Your Behavior	**Number of Times**
Smile, nod head, eye contact	_____
Praise, attention	_____
Other _____	_____
	_____
	_____
	_____
	_____
	_____

1. See Figure 2 Record: Personal Positive Feedback. A record designed to identify your behavior that was positive at time of undesirable behavior.
2. Note those behaviors you displayed that had a positive effect on the behavior. Include both verbal and non-verbal behaviors. Keep in mind that non-verbal behavior will many times have more effect than verbal.
3. This is a very important record of communication between you and your students.

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c. Record: Teacher/Student Interaction - Reinforcement (Figure 3)

Record: Teacher/Student Interaction-Reinforcement	
Your Behavior	**Other's Reinforcement**
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

1. See Figure 3 Record: Teacher/Student Interaction-Reinforcement. The record is designed to identify the positive and negative activities that most effect you and your students.

2. The record will help us identify those behaviors that turn one another on or off to an activity.

3. Note your behavior and the reinforcement of others. You should include both verbal and non-verbal communications.

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d. Record: Teacher/Student Interaction - Negative (Figure 4)

Record: Teacher/Student Interaction-Negative	
Your Action	**Their "Turn-Off"**
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

1. See Figure 4 Record: Teacher/Student Interaction-Negative. The record is designed as a record of your action and its effect on the students.
2. Record both your verbal and non-verbal behaviors.
3. Record those verbal and non-verbal behaviors that are a turn-off to you.

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e. Record: Interaction (Figure 5)

Record: Interaction	
Your Action	**Your "Turn-Off"**
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

1. See Figure 5 Record: Interaction. Identify your action and your turn-off.
2. Record your actions to a behavior. This should include both verbal and non-verbal behaviors.
3. Record your behavior that is a turn-off. This should include both verbal and non-verbal behaviors.

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I. Record: Teacher Frustration (Figure 6)

Record: Teacher Frustration		
Provocative Event	**Cue that you are getting tense**	**What Alternative**
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

1. See Figure 6 Record: Teacher Frustration. This is a record of self-awareness.
2. Record those behaviors that provoke and frustrate you.
3. Record clues that indicate you are getting tense.
4. Record alternative action that would keep you in control.

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4. The Do's and Don'ts when Problems Occur

   B. Learning Experiences

      1. Observation Behavior Record - Choosing behavior patterns
         a. Record of behavior
         b. Record of teacher's feedback behavior
         c. Record of teacher/student interaction - reinforcement
         d. Record of teacher/student interaction - negative
         e. Record of teacher's interaction
         f. Record of teacher's frustration

5. Summary and Review:

   A. Pre-Planning for first session

   B. Instructional considerations - verbal and non-verbal communication

   C. Behavior Observation Record

6. Activities:

   A. **Take Five for Creative Problem Solving**

   An activity that usually requires from 20 to 40 minutes depending on the five equal teams. The materials for each player includes paper and pencil plus chalk and chalkboard or flipchart and felt marker for the activities leader.

   How to Get Started on Take Five Activity

   1. Explaining the procedure. Identify the topic or topics for the class. Example: Methods of motivation, discipline techniques, stimulate thinking, identification of discipline problems, causes of discipline-student related and teacher related. Think back as a student and try to remember those things that affected you. What motivated you or what action or reaction seemed to cause the most discipline problems? How could it have been changed, etc.?

   2. Individual activity - each individual is given 2 or 3 minutes to prepare a personal list of ideas related to the topic. Work individually and without consultation.

   3. Group management - after the 2 or 3 minutes of individualized activities is completed ask the individuals to form groups of five. Provide a brief introduction and then give each group 5 minutes to compile a long list of ideas drawn from each individual from within the group.

   4. Compiling a group conscious list - call the meeting back together and instruct each team of 5 to contribute one item from its list. Each team should work together to select and restate the team's most important item into one clear statement. The team's statement is to be written on the chalkboard or flipchart. Each team is instructed to select its most important item. There should be no repetition of ideas on the chalkboard. The list should include no more than 10 ideas.

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B. **Activities:**

1. This information sheet describes your responsibilities as a vocational-technical teacher in working with students in laboratory or shop. Read this information to learn how you can use specially developed methods and materials to help you manage a complex teaching situation.

2. The following items check your comprehension of the material in the information sheet, Directing Student Laboratory Experience, pp. 6-11. Each of the five items requires a short essay-type response. Please explain fully, but briefly.

Self-Check

1. In what general ways can the use of instruction sheets help the teacher to manage and organize lab work?

2. What is the essential difference between a job sheet and an operation sheet?

3. Compare your written responses to the self-check items with the model answers given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same major points.

4. Read the following information sheet to learn how to aid students as they begin to plan their own laboratory activities.

5. (optional) For further information on assisting and directing students planning, you may wish to read the following supplementary reference: Giachino and Gallington, Course Construction in Industrial Arts, Vocational and Technical Education, pp. 290-297. Note that in this reading the authors are discussing ways in which the teacher can help students to learn to plan their work as they become more capable and experienced in their field.

6. Read the following case study describing how Mr. Lefkowitz, a vocational instructor, directed students in developing work plans. As you read, consider (1) the strengths of the teacher's approach, (2) the weaknesses of the teacher's approach, and (3) how the teacher should have directed the students. After completing your reading, critique in writing Mr. Lefkowitz's performance in directing students in developing work plans.

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7. Read the following information sheet about the principles and procedures involved in planning and organizing a vocational laboratory. As you read, attempt to relate the information to the laboratories in your own occupational specialty.

8. Obtain a copy of the regulations of the Occupational Safety and Health Administration. This government document, called Occupational Safety and Health Standards, should be available to you by writing or telephoning the local area office of OSHA nearest you. The location and number can be found in city telephone directories under U.S.. Government, Department of Labor. Copies of this publication are also available in the government documents section of most libraries.

   Read the contents page to become familiar with the organization of the document, and then read the sections dealing with the materials or equipment commonly used in your specific vocational laboratory.

   For more information on the principles and procedures involved in planning and organizing a vocational laboratory, you may wish to read Storm, Managing the Occupational Education Laboratory, pp. 33-81.

9. In evaluating your vocational facilities for possible improvement, it is very helpful to use a checklist that identifies current safety and health regulations. Such a comprehensive self-inspection checklist is included as Chapter IV in the following supplementary reference: Wahl, A Safety and Health Guide for Vocational Educators. Other chapters in this reference that you may wish to read cover the following topics:

   * Legal implications of the regulations included in the Occupational Safety and Health Act of 1970.
   * Applicability of the regulations to school and staff
   * Definitions, format, guidelines, procedures, and related information needed by the educator to incorporate safety and health into the education program
   * List of hazards and standards, along with the source of each
   * Lists of related resource materials, agencies, and organizations

10. The following items check your comprehension of the material in the information sheet, Organizing the vocational Laboratory, pp. 6-22. Each of the seven items requires a short essay-type response. Please explain fully, but briefly, and make sure you respond to all parts of each item.

Self-Check

There are many things to consider when planning your vocational

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facilities. One of the most important is ensuring that the facilities themselves will meet educational needs and requirements. What does this mean to you as a vocational teacher as you begin planning for improving your own laboratory?

11. Developing good student discipline in the vocational classroom and laboratory is not necessarily an innate ability or an art. There are very specific techniques of preparation and execution that can be applied - and you can learn how to do it. Read the following information sheet to learn what preventative measures you can use to deter problems and how to handle problems that might arise in spite of your best planning efforts.

12. Sample 1 lists a large number of (1) resources concerning discipline models and techniques, (2) media covering various aspects of discipline, (3) assessment instruments that you can use to measure the status of discipline in your school or your attitudes or the attitudes of others toward discipline, and (4) reference books on the topic of discipline.

    You may wish to review some of these resources in order to learn more about the subject and to help you clarify your own philosophy of discipline. Some of these resources can also help you understand how classroom discipline fits into the context of total-school discipline.

13. You may wish to meet with your resource person and/or peers who are also taking this module. In this meeting, you could (1) discuss the resources and (2) share discipline problems and solutions from your personal experiences. For example, you might select some of the "do's and don'ts" on pp. 9-10 that you know to be true because you have been in a class in which a teacher did or did not follow the advice. Then, you could describe what the teacher did and the consequences of that action in terms of student reactions and/or classroom discipline.

14. The following essay question is designed to check your comprehension of the material in the information sheet. An Introduction to Discipline, pp. 6-10. Please respond fully, but concisely.

Self-Check

You are sitting in the teacher's lounge when a first-year teacher comes storming in, obviously upset, and announces that his students are "animals who belong in cages." Apparently he has just spent another class period trying, without success, to keep some kind of order in the classroom. He has yelled, threatened, given extra homework assignments as punishment, sent students to the office - all to no avail.

"That's what I get for trying to be friends with them in the beginning; all they understand is force. From now on, anybody who acts up is going to get kicked out of class. I wash my hands of them."

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If this teacher asked you for some advice, what would you say? How do you think this situation was created? What can the teacher do now to improve classroom discipline so that learning can take place?

15. Compare your written response to the self-check item with the model answer given below. Your response need not exactly duplicate the model response; however, you should have covered the same major points.

16. Obtain copies of the school and/or district policy manuals from either (1) a school in your community, (2) a school in which you are working, or (3) your resource person. Review these policy manuals to determine their guidelines for acceptable behavior in the classroom and laboratory.

17. Review the following rules and a safety handbook prepared for your occupational specialty. The sample rules are intended as suggestions for the kinds of guidelines you will be developing; you may or may not accept them as rules suitable for your class. The safety handbook will serve as a reference in preparing guidelines for standards of behavior in the laboratory.

18. (optional) You may wish to arrange through your resource person to observe a teacher in your occupational specialty who is developing classroom policies with a group of students. Pay particular attention to the degree to which students are involved in establishing the rules (i.e., does the teacher dominate the session?) and whether the students seem to understand the need for each rule and the consequences for disobeying it.

19. Prepare, in writing, a tentative list of guidelines you believe to be necessary to maintain acceptable standards of behavior in the vocational classroom and laboratory. Remember that your rules and procedures should be consistent with the school and/or district policies you reviewed. (In an actual school situation, you would eventually be reviewing and discussing these guidelines with students to get their input and acceptance. Thus, you should consider the guidelines you develop here to be tentative.)

20. After you have developed your guidelines, arrange to have your resource person review and evaluate them. Give him/her the Guidelines Checklist, p. 23, to use in evaluating your work.

21. What basic concepts are involved in individualized instruction? What are the characteristics of an individualized program? How can you function effectively in the new role required by an individualized instructional program? For answers to these questions, read the following information sheet.

22. Individuals have different styles - leadership styles, teaching styles, learning styles. To learn more about these styles and how knowledge of styles can help you individualize instruction, you may wish to read the following supplementary reference: Guild and

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Garger, Marching to Different Drummers.

This easy-to-read book on style is divided into three parts. In the first part, the authors define style and provide some background into research on style. In the second part, the work of some major researchers (Jung, Witkin, Gregorc, Dunn and Dunn, McCarthy, and Barbe and Swassing) is reviewed, and an example of how each research model could be applied in an educational setting is provided. In the third part, the authors present a way to organize your thinking about styles, raise additional issues, and discuss implementation and staff development. A comprehensive annotated bibliography and a list of additional references are provided for those wishing to study the subject in more depth.

23. From the list of suggested experiences described in sample 2, p. 16, you may wish to select one that seems to fulfill your personal needs for more information about students' individual differences and the implications these differences have for your own teaching. Or, you may wish to develop an experience of your own. You should try to ensure that the experience you select or develop is in fact feasible, given the resources at your disposal in your school or community.

    You should plan the experience in a way that will give you insights into the teacher's role in working with individual students. You could start by outlining a plan describing how you propose to carry out the experience. For example, you could identify what school you plan to visit, what teachers you expect to observe, and how you will arrange to talk with students. You could also describe the kind of information or impressions you propose to gather (your objective) and how you will report on the experience. Then, carry out the learning experience as planned.

    You may wish to select, plan, and carry out more than one activity devoted to learning about individual differences. In that case, try to select contrasting experiences in order to gain as broad a perspective on individual differences as possible.

    After your experiences have been completed, you could develop a summary report of what took place and what you learned about how individuals differ. Try to relate this to teaching in your occupational specialty. This report could be shared with your resource person and/or peers or used as a basis for discussion in a seminar setting. If your experiences have been carefully planned and carried out, your report should reveal an understanding of the range of individuality in students and how these differences affect the teacher's responsibilities in planning and presenting instruction.

24. The following items check your comprehension of the material in the information sheet, Individualized Instruction, pp. 6-16. Each item requires a short essay-type response. Please explain fully, but

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briefly, and make sure you respond to all parts of each item.

Self-Check

You are sitting in the teachers' workroom talking to an older and more experienced teacher. You are discussing the idea of individualized instruction as it applies to vocational-technical education. Respond to the following comments that the other teacher makes in the course of your conversation. Do you agree or disagree with each comment? Why?

- "There is nothing new about individualized instruction. Vocational-technical teachers have used projects, laboratory work, and one-to-one teaching for many years."
- "You can't allow students in vocational-technical education to work out their own objectives and choose their own learning activities. After all, there are a great many things students must know if they are to enter the occupation, and I have to see that they know them."

25. In order for records and materials to be useful, they must be available when you need them. This can be best accomplished by having a well-organized filing system. For information on various types of filing systems and the equipment needed to devise and maintain them, read the following information sheet.

26. (optional) To familiarize yourself with filing equipment and techniques on which filing systems are based, you may wish to meet with a vocational teacher in your occupational specialty who is responsible for organizing and maintaining a filing system for his/her program. During the visit, you may examine his/her filing operation. You may also discuss with this person the types of filing equipment involved in his/her system and the methods and procedures he/she uses in filing.

27. (optional) For more information on methods for organizing your filing system, you may wish to review one or more of the following supplementary references:

    - Dictionary of Occupational Titles, to further your understanding of the clustering system
    - Miller and Woodin, AGDEX: A System for Classifying, Indexing and Filing Agriculture Publications
    - A reference book on another specialized filing system, such as one of those referred to on p. 15

28. The following items check your comprehension of the material in the information sheet, Devising and Maintaining a Filing System, pp. 6-18. Each of the six items requires a short essay-type response. Please explain fully, but briefly, and make sure you respond to all parts of each item.

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Self-Check

Explain why you should devise and maintain a filing system.

Discuss what factors will determine the type of filing system you use.

29. Compare your written responses to the self-check items with the model answers given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same major points.

Evaluation Procedure

1. Prioritizing the conscious list - get the teams together and instruct each team to select from the conscious list the one item considered by the group to be most important. Remind them that they are selecting the one most important and not necessarily their own preference. Each team should select one and write it on a piece of paper. Allow two minutes for the selection.

2. Lay aside the common list developed by each group and work only with those items selected as being important.

3. The leader should re-write, in abbreviated form, each of the selected items of importance.

4. Tally the results - each team reports the 1 choice they feel as a group is most important. Scoring is dependent on how many teams select the same item. Each team's score is equal to the number of teams that chose the item. Example: five teams are involved in the activity and 3 teams select item 1 and other 2 teams select item 5. Each team selecting item 1 will receive 3 points while those that selected item 5 will receive 2 points. Thus, the three teams selecting item 1 each receive 3 points and the two teams selecting item 5 receive 2 points.

5. Draw a line through item 1 and consider it as the most important. Item 1 is now removed from the selection list.

6. Selecting on second round - activity leader removes the top-rated item from the conscious list of ten. Ask the teams to select from the remaining list of their nine top rated items. Use the same procedure as before with the same scoring system. At the end of each round eliminate the item receiving the most points. Continue this process until the top five items have been identified.

7. In case of a draw - if a round should develop into a draw, use the same procedure for scoring but don't eliminate any of the items. Provide the teams 1 minute to prepare arguments to support their choice. Give each team 30 seconds to present their arguments. As soon as the top 5 items have been identified recognize the team with the highest score. Thiagarajan, Sivasailam, Take Five for Better Brainstorming, Training Development Journal, February 1991.